

	New Hampshire Technical Institute Spring 2015
	EN102: Introduction to Literature, section 3
	Fridays, 9 to 11:50 a.m.—Grappone Hall 324
	Paula DelBonis-Platt, B.S., M.A., ABD-Ph.D.
	pdelbonis-platt@ccsnh.edu Office: Grappone 314 Office Phone: 230-4000, ext. 4151 Office Hours: Monday, 9-11; Wednesday, 1-2; and by appointment Writing Center hours: Mondays, 11-1

Syllabus

last updated: January 15, 2015

Required Materials

- *Literature Without Borders*, ed. George Bozzini and Cynthia Leenerts, 2001, Prentice-Hall, ISBN 0-13-016665-0
- *Good People*, by David Lindsay-Abaire, 2011, Theatre Communications Group, ISBN 978-1-55936-393-8
- Supplemental literature (to be distributed via Blackboard site and in class)
- *MLA Handbook for Writers of Research Papers*, 7th ed., 2009, MLA, ISBN 978-1603290241 (optional), or a guide of your choosing to MLA format, including in-text citation and Works Cited pages, (a good online resource is Purdue's Online Writing Lab (OWL)).

Course Description

This survey course introduces students to representative works from major genres, such as fiction, poetry, and drama. Through reading, writing, and class discussion, students analyze texts to understand the role of literature in culture.

This course will look at literature through the multiple lenses of a) our world's incredibly diverse cultures, people, and perspectives, b) our common humanity and sense of family and belonging that transcends pain, loss, and alienation, c) the importance of our own perceptions in reading and exploring unfamiliar worlds, d) the literary creation in which fictional worlds and real cultures are nested together, and

d) the value of mindfulness as a practice and discipline as we consider the stories that capture what it means to be a human being here and now. The development of this course partially arose through a National Endowment of the Humanities grant program called Crossing Bridges. So we will keep that image of bridging our differences and sharing our humanity through literature and mindfulness as we traverse this semester together.

We will read plays, poems, short stories, and chapters of longer works from places you may or may not be able to pinpoint on a map, including Nigeria, Senegal, Haiti, India, Kenya, Nepal, Iran, and many from the United States. The diversity of our names, families, experiences, and other characteristics that inform who we are, such as our sexual orientations, languages spoken, and interests, will also be acknowledged.

To read a text well, you must be willing to engage with it. Mindfulness, including some in class exercises involving mindfulness meditation, will allow you to be fully present in the moment of reading the text. Some describe mindfulness as a heightened sense of awareness and focus that allows one to observe and experience. The writer Thich Nhat Hanh describes mindfulness as "the ground for concentration, concentration allows us to look deeply, and insight is the fruit of looking deeply ... this kind of insight is not imposed on us by an outside authority. It is the fruit of our own observation."

As you venture into previously unexplored texts, lives (both fictional and lived), perspective checking, and perception sharing, I hope you will find that these stories and the literature provide fruitful exploration throughout our semester together.

Course Objectives

As Students, You Will Learn To:

1. Respond thoughtfully and analytically to the wealth of literature written by authors from diverse cultures;
2. Identify literary types and forms and their place in the world, producing close-textual readings and expanding on that with research on literature, history, and culture;
3. Recognize universal human traits as they are expressed in literature;
4. Understand and articulate the role of literature in human culture;
5. Broaden your awareness of experiences and concepts which may differ from your own, both within your own community and internationally;

6. Recognize the way in which a work of literature mirrors social, political, and cultural forces of its era;
7. Write reflective and analytical journals, as well as comprehensive essays supporting your analysis of literary work;
8. Demonstrate comfort and competence in basic communication skills in class discussions and presentations;
9. Approach an unfamiliar work of literature with the basic tools and concepts of literary interpretation.
10. Find scholarly journal sources to support your main ideas, properly use outside research in your essays, and show competence of MLA in-text citations and use of a Works Cited page.

(NOTE: You should expect to read approximately 40—50 pages per week, including short stories, plays, poems, essays, and sections of a novel.)

Grades

Five to Eight Response Journals	20%
Participation	10%
Midterm Exam (including first critical analysis)	15%
Final Exam	15%
Second Critical Analysis Paper	15%
Oral Presentation	10%
Service/Experiential Learning	15%

GRADE EQUIVALENTS:

A = 97	C+ = 78	D- = 61
A- = 91.5	C = 74.5	F = 59 and below
B+ = 88	C- = 71	
B = 84.5	D+ = 68	
B- = 81	D = 64.5	

Due Dates*

ASSIGNMENT	DUE DATE
Journal 1	By Friday, January 30
Journal 2	By Friday, February 6
Journal 3	By Friday, February 13
Journal 4	By Friday, February 27
Journal 5	By Friday, March 13
Journal 6	By Monday, March 23
Journal 7	By Monday, March 30
Journal 8	By Friday, April 10
Midterm (distributed 2/20) including Critical Analysis I	By Friday, March 6
First Draft of Critical Analysis II	By Friday, April 3
Final Draft of Critical Analysis II	By Friday, April 17
Presentations (in class)	Rolling dates, per schedule to be determined based on topics
Final Exam	To be determined by NHTI administration

***All assignments will be submitted in Blackboard as an attachment under the assignments button, unless otherwise noted.**

***See note on option below to complete 5-8 journals. Fewer journals result in, of course, a lower grade.**

Course Requirements
Response Journals

You will submit five to eight response journals. You may choose from any of the selections that we will be considering (see syllabus/schedule below). A response journal for a selection listed for a particular date will be due at the beginning of that class. So you can work ahead in the reading list, but once we have discussed a particular selection in class, it will then be too late to write a response paper to it. Each must be a minimum of 400-500 words (shorter submissions will be penalized) and must include at least one direct quotation from the reading to support your observations. Use specific details from the text. Your responses should also incorporate your growing knowledge of literary analysis using literary terms. Here are some suggestions for what to write about (and I will sometimes ask you to shift between these various prompts):

1. Keep a list of characters and key information about each. Choose one or more of the characters to explore. For example, what interested you about him or her? How does that character relate to society or history in a larger sense? How did the author develop the character in a particular way and why do they he or she did? What motivated that character?
2. Discuss the theme of the text. What's the author trying to say through the poem or story? Perform a close textual analysis in which you try to stay inside the text as much as possible, analyzing the text, the form, the narration, and the words.
3. What about the text moved you.
4. Write exactly what you thought and felt and how this text influenced your perceptions of the world by drawing your focus to a particular place, both on the page and in the world, as you were reading. Did you experience any discomfort with this reading or during the discussions? How did the text influence a) your thoughts, b) your emotions, and c) your physical sensations?
5. Do a three-part response: tell your immediate feelings about the reading, list five personal connections you made with the reading, and discuss one feature—a word, phrase, theme, motif—and attempt to identify why that feature attracted your attention. Meditate on that word or phrase for fifteen to twenty minutes immediately before you begin writing.
6. As we think about our common humanity as told in the stories of the world's diverse peoples, we hope to expand our empathy and compassion, positive traits that make the world a better place. Look up and define these two words, "empathy" and "compassion," and think about how those themes reside within the text or in the relationship between text, author, and reader, in any combination.
7. Use any combination of the above suggestions.

***MINIMUM OF FOUR JOURNALS MUST BE SUBMITTED BY THE CLASS BEFORE THE MIDTERM, (you'll get the midterm on 2/20).**

***PLEASE AVOID WRITING JUST A PLOT SUMMARY. THIS ASSIGNMENT FOCUSES ON RESPONSE.**

Assignment Summary:

- Typed in MSWord, using font size 12
- Five to eight response journals on five different selections
- Minimum 500 words

- Must include at least one direct quotation from the reading
- Due dates: the date will be posted with the assignments in Blackboard
- Minimum of four response journals due the class before the midterm
- ***All response journals must be submitted through Blackboard.***
-

Oral Presentation

Each of you will do a short presentation (5-10 minutes) to the class, focusing on the larger context of a particular piece, exploring pieces of a similar genre, incorporating the background of the piece (the time, the authors, the places, and so forth) as they relate to a piece to be selected from our reading list. You will relate the text and its ideas to the work on mindfulness (awareness), the types of new awarenesses you've cultivated, and other critical notions discussed in class. This project will involve research and a familiarity with the related reading selection that we'll be discussing in class. Further details will be distributed in class and on Blackboard.

Please also develop three to five questions based on the text to present to the class to begin the discussion.

My evaluation of your presentation will focus on the following areas:

- Appropriate volume, tone, and articulation
- Eye contact with audience
- Engagement of the audience
- Sufficient research and organization of material (see below)

Suggestions:

1. Use the library and its online databases (JStor is particularly good for literary research and ProQuest and EBSCOHost are also excellent.) While an worthwhile and fascinating website, Wikipedia is not an accepted citable source for our class' scholarly pursuits.
2. Organize your notes.
3. Please provide visual aids for the class. These might include photographs, copies of the author's work, posters, PowerPoint presentations, YouTube videos, etc.
4. Rehearse your presentation in front of family and friends in advance.

At the conclusion of your presentation, please hand in your notes and a list of the source material (encyclopedia, biography, magazine, interview, online material, etc.) in MLA format as a Works Cited page).

Your responsibilities as an audience member:

- Be on time to class;
- Give your full attention to the speaker;

- Come prepared with three typed questions to ask at the end of the presentation to contribute to the discussion of the selection. Questions will be collected.

Service Learning and Experiential Learning

You will be required to complete four to six hours of Service Learning (the more hours, the higher the grade; four can earn a B, and six can earn an A). This will include participation in campus activities, such as yoga classes, Conversation Partners with international students, Multicultural Day, and attendance at a Stage Lynx play. It can also include activities such as assisting with Sycamore Gardens, the NHTI community garden, work with refugees through Lutheran Social Services and the Concord Multicultural Program, and other ventures. A list of options will be distributed in class and posted on Blackboard. You will be asked to write a three-page (typed, double-spaced) journal on your experiences and to update me at various points through the semester (on exams and elsewhere) on your service learning/experiential learning plans and progress.

Two Critical Analysis Papers:

- I. Analytical Paper 1:
You will select one of your response journals and develop it further, turning it into a 4-5 page critical analysis paper, which will count as 60 percent of your midterm exam grade. This experience will involve honing your central, organizing idea (thesis) and making sure the main points and details you select from a close textual reading support that thesis. You will also add research to support your analysis. You will use MLA in-text citations, as you did in your more informal journal, but for this formal pieces of writing, you will add a MLA Works Cited page. This will be due with your midterm exam. To help you write a stellar piece, be sure to tackle the journal assignments EARLY IN THE SEMESTER, not leaving them until later. Then you will have a good selection from which to choose for this important assignment.

- II. Analytical Paper 2:

I would like you to choose a theme that you have noticed threads its way through several of our readings and write a five-page analytical paper. You should consider two to three of our semester's readings in this paper that are related to the theme. Further instructions will be distributed following the midterm exam. You should incorporate the semester's emphasis on diversity and mindfulness in selecting your topic.

I will discuss possible themes. Be sure to support your responses with quotations and examples from the text and at least two scholarly sources. You must use MLA in-text citations and a Works Cited page. More details will be provided.

You will submit a solid first draft, receive suggestions for revision, and then submit a second draft of this assignment. Dates are posted in Blackboard.

Exams

There will be a midterm exam consisting of short-essay answers and the analytical paper described above. This will be a take-home exam. There will also be a cumulative final exam. The format of the final exam is yet to be determined.

Attendance

Registration for any course presupposes that the student will participate in all scheduled activities, and students should expect that instructors will track attendance. While occasional circumstances, over which the student has no control, may necessitate absence, the content presented in the activities missed by the student is a segment of a broad base of information being taught. For this reason, ***it is my policy that, when the number of absences (for any reason) in our course exceeds the number of times that this course meets in one week, the student may be suspended from the course.*** Such suspension will be indicated through the issuance of the grade “AF” (Administrative Failure; issued at any time).

Furthermore, ***a student who has not had contact with me for two (2) consecutive weeks will be dropped from the class.*** I will issue a grade of “AF” under these circumstances.

If illness, accident, emergency, or an NHTI-sponsored activity prevents a student from meeting attendance obligations under this policy, it is the responsibility of the student to inform me in a timely manner to discuss either the requirements for continued enrollment in the course or the options for withdrawal from the course.

SUPPLEMENTAL POLICIES FOR EN 102, SPRING 2013:

Attendance: Please see policy above. If you are unable to attend class on a particular day, please contact me before class begins; you are responsible for making up the work for that class. Suspension from the class for two or more absences will occur unless you have worked out a make-up-work plan with me.

Tardiness: Two instances of tardiness will be treated as one absence; more than one absence will be subject to the attendance policy above.

Late work: Any late work will be downgraded one letter grade for each day that the assignment is late; for example, if your assignment would have received a C+ but was handed in a day late, it would receive a D+. If you are ill on a day when an assignment is due, please submit it on Blackboard to avoid a downgrade; waiting to hand it in later is unacceptable.

W - Student-initiated withdrawal prior to **Feb. 2.**

AF: Instructor- or administrator-initiated withdrawal at any time for reasons other than poor grade performance - e.g., failure to meet attendance requirements as published in the instructor's syllabus, disruptive behavior, violation of the Student Code of Conduct (see the *New Hampshire Technical Institute Student Handbook 2009-2010*, at www.nhti.edu), etc. Calculated in GPA as "F". If extraordinary circumstances (such as illness, death of a loved one, job transfer, etc.) have affected your ability to attend my class, please get in touch with me as soon as possible. Otherwise, I will be obligated to give you the "AF" grade if you stop attending class.

PLEASE NOTE: Because of the nature of the course material, discussions may focus on controversial, graphic, and/or sensitive topics, including violence and sexuality. My intention is to keep the discussion balanced and open to all points of view. Please do not hesitate to come and talk to me, however, if you are uncomfortable with a particular discussion.

Cell Phones:

Please turn off all cell phones and pagers during this class time. If a cell phone is used during class for texting or rings during class, or if I see you texting, you will be asked to leave for the first offense; subsequent offenses could result in you being dropped from the class with a grade of AF.

OUTLINE/SCHEDULE (subject to revision)

LEGEND FOR THE FOLLOWING SELECTIONS:

- (p) = poem
- (s) = short story
- (d) = drama/play
- (e) = nonfiction/essay

- If no page numbers are listed, the selection can be found in the handout/file of supplemental readings, which can be found on our class Blackboard site.
- Codes for where can you find each reading selection?:
 - Bbd (our Blackboard site under readings)
 - LWB (our *Literature Without Borders* anthology, with page number included)

SCHEDULE: EN102 Weekly Assignments

(This schedule is subject to change if I feel it would benefit the class)

Week 1: Beginner's Mind

Friday, 1/23

- Introduce syllabus and bridging cultures concept
- Discuss mindfulness
- Introduce service learning partnerships
- "This Is Just to Say" (William Carlos Williams, USA) (p), Bbd
- "Mindful" (Mary Oliver, USA) (p), Bbd
- "Introduction to Poetry" (Billy Collins, USA), Bbd
- "How to Eat a Poem" (Eve Merriam, USA), Bbd
- "My Papa's Waltz (Theodore Roethke, USA) (p), Bbd
- Work on mindfulness, refractory period
- First in-class meditation: focus on the breath and sound

Supplemental Works:

- "Poet's Obligation" (Pablo Neruda, Chile), Bbd
- "A Boy in a Snow Shower" (George Mackay Brown, Orkney Islands, N. Scotland) (p) (LWB, p. 511)

Week 2: Connection, Division, and Identity

Friday, 1/30

- "Mending Wall" (Robert Frost, USA) (p) Bbd
- "New York Day Women" (Edwidge Danticat, Haiti/USA), (ss), LWB, pp. 377-382
- "Black Woman" (Léopold Sédar Senghor, Sénégal) (p), Bbd
- "Atmospheric Phenomenon: The Art of Hurricanes" (Victor Hernandez Cruz, Puerto Rico/USA) (p), LWB, pp. 521-527
- ***Go online and find an image of the sculpture called "Free at Last," which stands in Boston, near Boston University's Marsh Chapel and Mugar Memorial Library, where Martin Luther King Jr. earned his Ph.D. in 1955. Think about how this image***

relates to the literature read here.

- "Just Walk On By: A Black Man Ponders" (Brent Staples, USA), (e), Bbd
- "The Thing Around My Neck" (Chimimanda Ngozi Adichie, Nigeria), Bbd
- In class, watch TED Talk by C. Adichie "The Danger of the Single Story"
- Introductory exercises on next week's readings
- Meditate on the words "perception" and "reaction"
- Second meditation: breathe, sound, and beyond

* Tentatively: We will also have a number of representatives of organizations come present to us on 2/6 about service learning options for one hour.

Week 3: Rebellion and Identity

Friday, 2/6

- "Good Girls are Bad News" (Subhadra Sen Gupta, India), (ss), LWB, pp. 158-163
- "Bernice Bobs Her Hair" (F. Scott Fitzgerald, USA), (ss), Bbd
- Excerpt from *The Order of Things* (Michel Foucault) (e), Bbd
- "Why a Robin" (Shashi Deshpande, India), (ss), LWB, pp. 25-31
- "The Robin's my Criterion for Tune --" poem 285 (Emily Dickinson, USA), (p), Bbd
- Third meditation: global and local kindness and kinship

Supplemental Readings:

- "I Am Too Alone in the World" (Rainer Maria Rilke, Austria), (p), Bbd
- "Wild Geese" (Mary Oliver, USA), (p), Bbd
- "New Face" (Alice Walker, USA), (p), Bbd

Week 4: The Many Meanings of Class

Friday, 2/13

- *Good People* (David Lindsay-Abaire, USA), (d), Remember that this is a separate text you will have purchased at the NHTI bookstore. Read the entire play for this class meeting, although we will discuss it over two weeks.
- "Jorge the Janitor" (Martin Espada, USA/Puerto Rico), (p), Bbd
- "Whoever Burns for the Perfection of Paper" (Martin Espada, USA/Puerto Rico), (p), Bbd
- Continuing discussion of *Good People* (d).
- "Don't Mess with Tanya" (Ken Tangvik, USA), (ss), Bbd
- Fourth meditation: People, characters, and kindness

Week 5: Cultural Identity and the Power of a Name

Friday, 2/20

- Continuing discussion of *Good People* (d), if needed.
- "The Thing Around Your Neck" (Chimanda Ngozi Adichie, Nigeria)

(ss), Bbd

- "The F Word" by Firoozeh Dumas (USA/Iran), (essay), Bbd
- Watch in class video *Uprooted: Heartache and Hope in NH*
- "Everyday Use" by Alice Walker (USA), (ss), Bbd
- "Sweep Away," (Pārijāt, Nepal), (p), Bbd
- Meditation: Experiencing a foreign language (Sanskrit, often heard in yoga classes): "Lokah Samastah Sukhino Bhavantu"
(*May all beings everywhere be happy and free.*)

Supplemental Reading:

- "I Will Pronounce Your Name" by
Léopold Sédar Senghor (Senegal), (p), Bbd

Week 6: A. Politics, Alienation, and Violence, B. Family

Friday, 2/27

- "My Mother, the Crazy African" (Chimanda Ngozi Adichi, (ss), Bbd
- *Bus Stop* (Gao Xingjian, China/France), (d), Bbd/handout
- "Buying a Fishing Rod for my Grandfather" (Gao Xingjian, China), (ss), Bbd
- Meditation
- The Cramp" (Gao Xingjian, China/France), (ss), Bbd
- "Grandma's Tale" (Andrew Lam, Vietnam/USA), (ss), LWB, pp. 19-24

Supplemental Reading:

- "It Was a Long Time Before" (Leslie Marmon Silko, USA), LWB, pp. 3-5

Week 7: War

Friday, 3/6

- (continue working on *Bus Stop*-under politics/alienation)
- "Shanti" (Vikram Chandra, India/USA), (ss), LWB, pp. 276-301
(just read the first five pages)
- "Fallen Flyboy" (Cathy Eaton, NHTI professor/USA), (ss), Bbd
- "Flying to Belfast" (Craig Raine, England), (p), LWB, pp. 197-198
- "Dulce et Decorum Est" (Wilfred Owen, England), (p), Bbd
- Meditation

Week 8: Situating the Self in the Natural and Human World

Friday, 3/13

- "l(a)" (e.e. cummings, USA), (p), BBd
- "Butterfly" (Chinua Achebe, Nigeria), (p), Bbd
- "The Coming of the Day" (Yao Egblewogbe, Ghana), (p),

pp. 353-354

- "The Song of Ourselves" (Chinua Achebe, Nigeria), (e), LWB, pp. 315-321
- "Dead Men's Path" (Chinua Achebe, Nigeria), (ss), LWB, pp. 326-330
- Meditation

Supplemental reading:

- "Song of Myself" (Walt Whitman, USA), (p), Bbd

(No class will be held on Friday, 3/20, due to spring break.)

Week 9: Paradox: Alike, Different, and Connected

Friday, 3/27

- "The Return" (Ngugi Wa Thiong'o, Kenya), (ss), LWB, pp. 336-341
- "Village" (Estela Portillo Tremblay, USA), (ss), LWB, pp. 435-442
- Poetry of Jeffrey Harrison (packet)
(Poetry event on April's poet, Jeffrey Harrison, will be Monday, 4/6, at 11 a.m. in NHTi Library Living Room)
April is National Poetry Month!

(I am trying to schedule a field trip to the Sycamore Gardens, along with a class session with local photographer Becky Field. October's schedule may shift slightly once those two special events are scheduled. I will advise distribute a revised syllabus at that time and advise you of any changes in advance of the class meeting.)

Week 10: Folktales, Fantasy, and Imagination

Friday, 4/3

- Finishing discussion of *Bus Stop*, (Gao)
- Begin selected folk tales from around the world, Bbd
- *The Arabian Nights* and the Scherezade tradition
- "Inventing Aladdin" (Neil Gaiman, England), (p), Bbd
- *The Story of a Pumpkin*, Nepalese folktale (in class)
- "Metamorphosis," (Franz Kafka, Czech/German), (ss), Bbd
- "Sweet, Sweet Corn" (Garrison Keillor, USA), (ss), LWB, pp. 514-517
- "Harvest" (Nikki Giovanni, USA), (p), Bbd
- Meditation

Week 11: Relationships

Tuesday, 4/10

- *God of Carnage* (Yasmina Reza, France/Algeria) (d), pp.
- "Goalie" (Rudy Thauberger, Canada), (ss), LWB, pp.86-91
- "Mrs. Dutta Writes a Letter" (Chitra Divakaruni, India), (ss), pp. 405-420

- "A Wish" (Haribhakta Katuval, Nepal), (p), Bbd
- "This Life, What Life is This?" (Haribhakta Katuval, Nepal), (p), Bbd
- Meditation possible

Week 12: Perceptions of Family and Sexuality

Friday, 4/17

- continue *God of Carnage* (Yasmina Reza, France/Algeria) (d)
- Poems of Richard Blanco (USA), Bbd: "Queer Theory: According to My Grandmother," "Love As If Love," and "Looking for the "Gulf Motel"
- "21 Love Poems" (extract) by Adrienne Rich and "Compulsory Heterosexuality and Lesbianism" (extract) by Adrienne Rich (perhaps excerpt of Walt Whitman)
- "Meet My Modern Family" (Andrew Solomon, USA), (e), Bbd
- Possible panel discussion
- "Dream Deferred" (Langston Hughes, USA), (p), Bbd
- Meditation possible

Week 13: Choosing a Path

Friday, 4/24

- "The Guest" (Albert Camus, Algeria/France), (ss), Bbd
- "The Jewel" (Dunya Mikhail, Iraq), (p), Bbd
- "A Leaf in a Storm" (Bhairava Aryal, Nepal), (p), Bbd.
- "Woman with Kite" (Chitra Banerjee Divakaruni), (p), Bbd

Week 14: Wrap Up and Preparation for Final Exam

Friday, 5/1

- World Café exercise (bring book and readings with you)
- Meditation possible

Week 15

Final Exam Week, 5/5-5/8 (Time and location to be announced in April)

NHTI ACADEMIC AFFAIRS NOTICES

COURSE DROP/WITHDRAWAL AND REFUND

A course must be dropped by notifying the Registrar's Office or the Academic Advising Center prior to the end of the **fourteenth** calendar day of the semester in order to receive a 100% refund of tuition, less non-refundable fees. After that time, the student may submit a DROP form to the Registrar's Office or Advising Center but no refund will be granted. **Ceasing to attend a class does not constitute an official drop or withdrawal and may result in a failing grade.** Officially dropping a course prior to the completion of 60% of the scheduled duration of a course will result in a grade of "W". After that time, a grade of "WP" or "WF" will be issued depending on the student's standing at the time of the drop. **Note:** Dates are prorated for

courses offered in an alternative format; contact the Registrar or Advising Center for details. Classes that run for less than the full semester have 7 calendar days from the start of the alternative semester to drop with a full refund. See policy at: <https://www.nhti.edu/academics/requirements-policies/dropping-classeswithdrawing-nhti> Dates for the spring 2015 full semester are as follows:

Last day to drop with a full refund for full semester courses*
 Last day to withdraw with a grade of "W" from full semester courses

Spring
2015
Feb. 2
March 31

CLASSROOM ETIQUETTE

Academic integrity is of primary importance in the classroom. Both students and faculty are responsible for creating and maintaining an environment that supports effective instruction. It is therefore imperative that students and faculty demonstrate mutual respect. Inappropriate behavior in the classroom may compromise the learning and performance of all students present. Such inappropriate behaviors include, but are not limited to: late arrivals/early departures; loud or prolonged side conversations; use of cell phones, computers (other than for legitimate academic use), iPods (or similar devices), etc.; use of derogatory or vulgar language. All students are expected to abide by the Student Code of Conduct, published in the NHTI Student Handbook, and are subject to sanctions as described therein for any violations.

CIVIL RIGHTS and EQUITY ISSUES (discrimination and harassment)

NHTI does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, genetic information, veteran status, sexual orientation, or marital status. The college is sensitive to the threat and/or embarrassment an individual may experience in coming forward with a complaint regarding discrimination. The grievance reporting procedures outlined in the Student and Employee Handbooks are designed to provide a safe, confidential, and supportive environment in which an individual may discuss his/her concerns. Retaliation of any kind against anyone making an allegation of discrimination, against anyone involved in the investigation, or against anyone involved in the decision regarding corrective and/or disciplinary action is prohibited, and shall result in disciplinary action against the retaliator. Any NHTI student, employee, or visitor who has observed, is aware of, or has been a victim of discriminatory or harassing behavior while engaged in an NHTI-sponsored activity should report such behavior to the Title IX and Civil Rights/Equity Coordinator (Michael O'Bryant, North Hall Room N113, mobryant@ccsnh.edu 271-6484 ext. 4269) or other Institute representative.

THE LEARNING CENTER

The Learning Center, located in the library, provides free academic assistance to all NHTI students who would like to improve their grades. The LC offers tutoring in Accounting, A&P, Biological Sciences, Math, Chemistry, and Physics. We also offer peer tutoring in most subjects. The Writing Center & Study Solutions Lab offers writing, reading, study skills, and online writing tutoring assistance. The Learning Center also includes Disabilities Services and a computer lab. For more information call 230-4027 or visit <https://www.nhti.edu/student-resources/get-help-you-studies>.

DISABILITIES SERVICES

Students with documented disabilities are eligible to receive reasonable accommodations that address individual learning needs. To receive services, students must contact the Coordinator of Disabilities

Services, whose office is in the Learning Center. For details, please refer to the *Policies and Procedures Manual for Services Available for Students with Disabilities*, which is available in print and on the NHTI Web site (www.nhti.edu). Students with documented disabilities should be aware that simply noting in writing or in discussions with faculty that one's disability affects academic skills does NOT constitute formal disclosure of a disability. Once a student develops a Reasonable Accommodation Plan (RAP) with the Coordinator of Disabilities Services, that student is responsible for discussing the RAP with the instructor. Students should make requests for specific accommodations at least one week prior to when the accommodations are needed. Call Beverly Boggess at 230-4117 or e-mail her at bboggess@ccsnh.edu for more information.

CROSS-CULTURAL EDUCATION & ENGLISH-for SPEAKERS-of-OTHER-LANGUAGES (ESOL) SERVICES

The Director of Cross-Cultural Education and the ESOL Coordinator, located in Sweeney Hall, Room S301, work together to provide the tools necessary for successful integration of cultures, whether for academic or business purposes. Students may arrange to take the TOEFL exam or the institutional ESOL assessment test at NHTI to allow for appropriate course registration and ESOL course placement. ESOL courses are offered for college credit throughout the year. A gradual merging process allows students to take ESOL courses and courses required in the chosen program simultaneously. Individual tutoring in ESOL and other test-taking accommodations can be arranged through the ESOL Coordinator. Programs are also offered that assist members of the international and immigrant communities to better understand American culture and that help the community develop awareness and understanding of the growing diversity of our communities. Call 230-4055 for more information.

PLAGIARISM/CHEATING POLICY

As stated in the Student Handbook: Honesty is expected of all NHTI students. In academic matters this includes the submission of work that clearly indicates its source. Dishonest acts include cheating and plagiarism. **Cheating** includes, but is not limited to: (1) use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or examinations or in the preparation and completion of class assignments; (2) dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the CCSNH colleges faculty, staff, or students; or (4) knowingly providing unauthorized assistance of any kind to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments (sometimes known as **facilitation**). **Plagiarism** includes, but is not limited to, the use (intentional or unintentional), by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in providing term papers or other academic materials via direct sale, barter, or other means. Cheating and plagiarism are considered serious disciplinary matters and are subject to the same penalties and procedures as other NHTI disciplinary matters. Students should be aware that penalties levied in proven cases of cheating or plagiarism may include the issuance of a grade of AF (which may in turn lead to delay of graduation), suspension or dismissal from a program or from the college, or other sanctions as deemed appropriate.

CANCELLATION/DELAYED START OF CLASSES

When the President deems it prudent to cancel all classes at the college, students will receive a notice via their college email address using the NHTI Alerts Notification System. (To receive Alerts messages via other addresses/phone numbers, sign up at www.nhti.edu.) An announcement will also be made on

WMUR-TV (Channel 9) and local radio stations and will be posted to the NHTI Web site. Students checking the Web page for cancellation announcements should be aware that the page must be repeatedly “refreshed” to obtain the latest information. Occasionally, the President will opt for a delayed start to classes. This means that students should be prepared to begin their school day with whatever activity they would normally be doing at the announced opening time. For example, if a two-hour delay is announced, and a student is scheduled for a class that normally meets from 8:00-10:50 AM, the student should come to that class at 10:00 AM for the remaining 50 minutes of class; classes that are normally completed before 10:00 AM would be cancelled.

GRADE REPORTING

Faculty submit grades electronically to the Registrar’s Office within a few days following the end of each final exam period. FINAL GRADES ARE NOT MAILED to students. It is the student’s responsibility to review his/her final grades via the Student Information System as soon as grades are available. Students who receive an “I” (Incomplete) grade should coordinate with the instructor to complete the remaining coursework as soon as possible. Unresolved “I” grades will convert to an “F” (Failing) grade automatically at the end of the third week of the following semester. A grade of Incomplete will place a student’s financial aid status on hold for the subsequent semester. Consult the NHTI catalog for the full “Incomplete Grade Policy.”

STUDENT ATHLETES

NHTI values its student athletes and wants them to be successful both on the field/court and off. Therefore, student athletes participating on any NHTI-sponsored team MUST provide each of their instructors with documentation from the NHTI Athletic Department confirming their participation on a team, as well as the schedule of practices and games, within the first week of the semester or immediately upon joining a team (if joining after the semester begins) to receive consideration for excused absences, make-up testing, or other sorts of accommodations related to the team schedule. This documentation must be presented in advance of any special requests. Participation on an NHTI-sponsored team does not excuse any student from compliance with any/all course requirements. Faculty are not required to excuse students from class or lab to attend practice sessions, and there may be circumstances (such as clinical requirements) under which athletes may not be excused for games, though every effort will be made to accommodate the schedules of student athletes who work responsibly with their instructors.

STUDENT EMAIL

Official Community College System of New Hampshire (CCSNH) email accounts will be created automatically for all enrolled students at the time of course registration. This is the only email address that will be recognized by NHTI for any required correspondence in NHTI-controlled courses and will serve as the official account for ALL of your electronic communication with the college. This practice will ensure that all students are able to comply with the email-based requirements specified by faculty. Students are responsible for checking their official student email regularly and reading college-related communications. The electronic mail system is college property. Additionally, all messages composed, sent, or received on the electronic mail system are and remain the property of CCSNH or NHTI. The CCSNH electronic mail system is not to be used to create or forward any offensive messages. CCSNH is not responsible for the handling of email by outside vendors.

ACADEMIC CREDIT

NHTI awards academic credit in accordance with the policy of the Community College System of New Hampshire, which equates a credit hour to (1) one hour* of “lecture” per week for 15-16 weeks**; (2) 2-3 hours of lab per week for 15-16 weeks**; (3) 3 hours of practicum per week for 15-16 weeks**; (4) 3-6 internship hours per week for 15-16 weeks**; or (5) 3-5 clinical hours per week for 15-16 weeks**. In

awarding academic credit, NHTI faculty create instructional plans, activities, and assessments with the expectation that students will spend a minimum of 2-3 hours outside of class per week per credit(**) in related course activities (completing assignments, studying, etc.).

*one instructional hour equals 50 minutes

** All “per week” hours should be prorated accordingly for alternative-length semesters. For example, a course that meets for 3 hours per week in a 16-week semester and requires 6-9 hours per week of additional work outside the classroom would meet for 6 hours per week and require 12-18 hours per week of additional study time when offered in an 8-week format.

Students must meet the requirements of all academic policies. Therefore, students are expected to acquaint themselves with these policies by visiting the college’s Web site at:

<http://www.nhti.edu/academics/requirements-policies>.

Copyright and Disclaimer Statement

This Syllabus for English 102: Introduction to literature, section 3, by Paula DelBonis-Platt is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/deed.en_US.

Get IT! NH is sponsored by a \$2.5 million grant from the U.S. Department of Labor, Employment & Training Administration TAACCCT Grant #TC-26498-14-60-A-33 NHTI, Concord’s Community College, is an equal opportunity employer, and adaptive equipment is available upon request to persons with disabilities.

This workforce product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.